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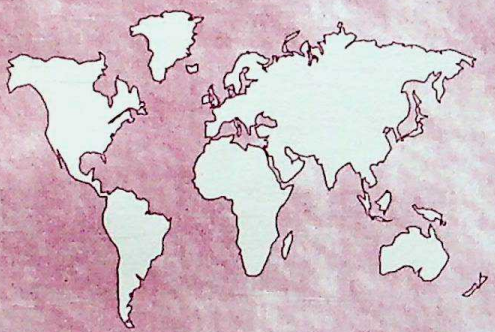

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CONTENTS

PROFESSIONAL ETHICS OF TEACHERS IN RELATION TO THEIR ORGANISATIONAL CLIMATE 1

Dr. D. Mohana and Dr. R. Gnanadevan

Department of Education, Annamalai University, Annamalai Nagar - 608 002, Tamil Nadu.

OPINION OF RURAL WOMEN TOWARDS GIRLS' EDUCATION 11

D A Nithya Shree

Associate Professor, Dept. of Extension & Communication Management College of Rural Home Science University of Agricultural Sciences, Dharwad, Karnataka-580 005

&

Ganga Yenagi

Associate Professor of Psychology, Dept.of Agricultural Extension Education,College of Agriculture, University of Agricultural Sciences, Dharwad, Karnataka-580 005

&

Geeta Channal

Training Associate, Krishi Vigyan Kendra, Bagalkot, Karnataka.

THE EFFECT OF PLAYWAY CUM ACTIVITY METHODS IN TEACHING THE CONCEPT OF π AMONG THE VII GRADE STUDENTS 20

R. Muthaiyan

Lecturer, DIET, Keelapalur, Perambalur District, Tamil Nadu

&

Dr. A. Jahitha Begum

Lecturer, Department of Education, Periyar University, Salem-11, Tamil Nadu

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EXPLORING THE CREATIVE POTENTIALITIES OF CHILDREN WITH LEARNING DISABILITIES: AN EXPERIMENTAL STUDY 27

Kartikeswar Behera
Senior Teacher Educator
DIET, Khallikot, District Ganjam
&
Niladri Pradhan
Research Scholar UGC (NET)
Regional Institute of Education (NCERT), Bhubaneswar - 22

THE EFFECT OF TRAINING, DETRAINING AND RETRAINING ON THE SELECTED ANTHROPOMETRICS, CARDIO-PULMONARY AND PERFORMANCE VARIABLES OF VOLLEYBALL PLAYERS 33

Dr. V. Perumal
Reader, Maruthi College of Physical Education
Coimbatore - 641 020

A STUDY ON THE EXTENT OF VALUE ATTAINMENT AMONG STUDENT TEACHERS 44

Dr. V. Sindhya
Lecturer in Physical Science, Sree Narayana Training College, Trivandrum, Kerala

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PROFESSIONAL ETHICS OF TEACHERS IN RELATION TO THEIR ORGANISATIONAL CLIMATE

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Department of Education, Annamalai University,
Annamalai Nagar - 608 002, Tamil Nadu.

Introduction

Teaching is often said to be the noblest profession among all he professions so that teachers realize that the work they are doing s the noblest and that they need not be apologetic or feel guilty and mall instead have pride and confidence in their worth and work. rofessional ethics of teachers refers to the basic values and onceptions of good practice that constitute guidelines for rofessional conduct. Professional ethics correct us if we are doing ny wrong or intending to do wrong. Professional ethics enable a erson to judge himself and decide and not accept what others decide r him. By following professional ethics, the teacher's conduct and ehaviour becomes respectable and socially acceptable. The present udy measured the professional ethics of teachers in relation to eir organisational climate.

ypotheses

ne following research hypotheses have been formulated:

The professional ethics of teachers is high.

The organizational climate as perceived by teachers is high.

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3. There are significant differences in the professional ethics of teachers with respect to different sub-sample such as:
   a. Male and female teachers.
   b. Teachers working in rural and urban area.
   c. Teachers working at different levels of teaching
4. There are significant differences in the organizational climate of teachers with respect to different sub-sample such as:
   a. Male and female teachers.
   b. Teachers working in rural and urban area.
   c. Teachers working at different levels of teaching
5. There is a significant relationship between organizational climate as perceived by teachers and professional ethics.

Method of Study

The present study is aimed at finding out the effect of the independent variables namely, Gender, Type of the institutions Location of the institution, Level of teaching, Family environmen on dependant variable the professional ethics of teachers. Th normative survey method is used. Professional Ethics Scal constructed and validated by the investigator and Organizatio climate questionnaire standardized by Pace and Stern have bee administered to a stratified random sample of 640 teachers workin at different levels in various educational institutions in Cuddalor district, Tamil Nadu, India.

Analysis of Data and Interpretations

Professional Ethics of Teachers

The mean and standard deviation for the professional ethics score of the total sample are 145.61 and 23.58 respectively. The maximu

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score given for the scale is 200. Hence, it can be inferred that the professional ethics of teachers is high.

Organisational Climate of Teachers

The mean and standard deviation for the professional ethics scores of the total group are 109.09 and 25.49 respectively. The maximum score for the tool is 160. Hence, it can be inferred that the organisational climate as perceived by the teachers is high.

Gender and Professional Ethics

The 't' value has been calculated, to find out the difference between the mean professional ethics scores of male and female teachers. It is found to be 6.16, which is significant at 0.05 level (Table 1). Hence, the null hypothesis is rejected at 0.05 level. It is concluded that there is a significant difference between the mean professional ethics scores of male and female teachers. The professional ethics of female teachers is high than the male teachers.

Table - 1

Comparison of The Mean Professional Ethics Scores of Male And Female Teachers

Variable	N	Mean	Standard deviation	't' value	Level of significance at 0.05 level
Male	288	139.44	26.66	6.16	Significant
Female	352	150.67	19.36		

Locality and Professional Ethics

The 't' value has been calculated to find out the significant difference between the mean professional ethics scores of teachers working in urban and rural area. It is found to be 2.88, which is significant at 0.05 level (Table 2). Hence, the null hypothesis is

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rejected at 0.05 level. It is concluded that there is a significan difference between the mean professional ethics scores of teacher working in urban and rural areas. The teachers working in rura areas have more professional ethics than the teachers working i urban area.

Table - 2

Comparison of The Mean Professional Ethics Scores of Teachers Working in Rural And Urban Area

Sub-samples	N	Mean	Standard deviation	't' value	Level of significance at 0.05 level
Rural	316	148.31	22.20	2.88	Significant
Urban	324	142.98	24.61		

Level of Teaching and Professional Ethics

The 'F' test is applied to find out whether the teachers belonging t different level of teaching differ in their professional ethics. Th 'F' ratio is found to be significant at 0.05 level (Table 3). It therefore concluded that the teachers belonging to different leve of teaching differ significantly in their professional ethics.

Table - 3

'F' Ratio for Level of Teaching And Professional Ethics Scores of Teachers

Source of Variation	df	Sum of squares	Mean Squares	'F' Ratio	Level of significance at 0.05 level
Between groups	3	42581.681	14193.90	28.85	Significant
Within groups	636	312910.44	491.99		
Total	639	355492.12			

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The mean scores of sub groups are compared for significance of difference and 't' test is applied. The analysis in given in Table 4.

Table - 4

Comparison of The Mean Professional Ethics Scores of Teachers With Their Different Level of Teaching

Sub-samples	N	Mean	Standard deviation	't' value	Level of level significance at 0.05
Primary	177	153.74	17.50	1.61	Not Significant
Secondary	135	150.18	21.39		
Primary	177	153.74	17.50	4.27	Significant
Higher Secondary	198	144.86	22.15		
Primary	177	153.74	17.50	8.76	Significant
College	130	130.94	27.98		
Secondary	135	150.18	21.39	2.18	Significant
Higher Secondary	198	144.86	22.15		
Secondary	135	150.18	21.39	6.30	Significant
College	130	130.94	27.98		
Higher Secondary	198	144.86	22.15	5.00	Significant
College	130	130.94	27.98		

The following conclusions are made in respect of the hypothesis 3:

The teachers who are teaching at primary and secondary level do not differ significantly in their professional ethics.

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2. The teachers who are teaching at Primary and Higher Secondar level differ significantly in their professional ethics.

3. The teachers who are teaching at Primary and College leve differ significantly in their professional ethics.

4. The teachers who are teaching at Secondary and Highe secondary level differ significantly in their professional ethic

5. The teachers who are teaching at Secondary and College leve differ significantly in their professional ethics

6. The teachers who are teaching at Higher secondary an College level differ significantly in their professional ethic

Gender and Organisational Climate

The 't' test is applied to find out the significant difference betwee the mean organisational climate scores as perceived by the male an female teachers. The 't' value is found to be 5.47, which is significa at 0.05 level (Table 5). Hence, the null hypothesis is rejected at 0.0 level. It is concluded that there is a significant difference between th mean organisational climate scores as perceived by the male and fema teachers. The organisational climate as perceived by the female teache is high than the male teachers

Table 5

Comparison of The Mean Organizational Climate Scores of Male And Female Teachers

Sub-samples	N	Mean	Standard deviation	't' value	Level of significance a 0.05 level
Male	288	103.13	27.31	5.47	Significant
Female	352	113.96	22.81		

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Locality and Organisational Climate

The 't' test is applied to find out the significant difference between the mean organisational climate scores as perceived by the teachers working in rural and urban area. The 't' value is found to be 0.34, which is not significant at 0.05 level (Table 6). Hence, the null hypothesis is accepted at 0.05 level. It is concluded that the difference between the mean organisational climate scores as perceived by the teachers working in rural and urban area is not real and significant.

Table 6

Comparison of The Mean Organizational Climate Scores of Teachers Working in Rural and Urban Area

Sub-samples	N	Mean	Standard deviation	't' value	Level of significance at 0.05 level
Rural	316	109.43	25.28	0.34	Not Significant
Urban	324	108.76	25.73		

Level of Teaching and Organisational Climate

The 'F' test is applied to find out whether teachers belonging to different level of teaching differ significantly in their perception of organisational climate. The 'F' value is found to be significant at 0.05 level (Table 7). It is therefore concluded that the teachers belonging to different levels of teaching differ significantly in their perception of organisational climate.

Table 7

'F' Ratio For Level of Teaching and Organizational Climate

Source of Variation	Df	Sum of squares	Mean Squares	'F' Ratio	Level of significance at 0.05 level
Between groups	3	22030.94	7343.65	11.88	Significant
Within groups	636	393260.62	618.33		
Total	639	415291.56			

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The mean scores of sub groups are compared for significance difference and 't' test is applied. The analysis in given in Table 8.

Table 8

Comparison of The Mean Organizational Climate Score of Teachers with Their Different Level of Teaching

Sub-samples	N	Mean	Standard deviation	't' value	Level of level significance at 0.05
Primary	177	116.74	20.99	1.63	Not Significant
Secondary	135	112.53	24.47		
Primary	177	116.74	20.99	5.19	Significant
Higher Secondary	198	103.57	27.29		
Primary	177	116.74	20.99	4.90	Significant
College	130	103.51	26.23		
Secondary	135	112.53	24.47	3.06	Significant
Higher Secondary	198	103.57	27.29		
Secondary	135	112.53	24.47	2.89	Significant
College	130	103.51	26.23		
Higher Secondary	198	103.57	27.29	0.02	Not Significant
College	130	103.51	26.23		

The following conclusions are made in respect of the hypothesis

1. Primary teachers and Secondary teachers do not dif significantly in their perception of organisational climate
2. Primary teachers and Higher secondary teachers dif significantly in their perception of organisational climate

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3. Primary teachers and College teachers differ significantly in their perception of organisational climate.

4. Secondary teachers and Higher secondary teachers differ significantly in their perception of organisational climate.

5. Secondary teachers and College teachers differ significantly in their perception of organisational climate.

6. Higher secondary teachers and College teachers do not differ significantly in their perception of organisational climate.

Relationship between organisational climate and professional Ethics

The co-efficient of correlation between organisational climate as perceived by the teachers and their professional ethics has been determined. The coefficient of correlation is found to be 0.337 and it is significant at 0.05 level. Hence, the null hypothesis is rejected at 0.05 level and it is concluded that there is a significant relationship between organisational climate as perceived by teachers and professional ethics.

Findings

. The professional ethics of teachers is high.

. The organisational climate as perceived by the teachers is high.

. There is a significant difference between the male and female teachers in their professional ethics. The professional ethics of female teachers is high than the male teachers.

. There is a significant difference between the teachers working in urban and rural area in their professional ethics. The teachers working in rural area have more professional ethics than the teachers working in urban area.

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5. The teachers belonging to different levels of teaching diffe significantly in their professional ethics. The professiona ethics of teachers teaching at primary level is high than th teachers teaching at secondary, higher secondary and colleg level.

6. There is a significant difference between the organisationa climate as perceived by the male and female teachers. Th organisational climate as perceived by the female teachers i high than the male teachers

7. There is no significant difference between the organisationa climate as perceived by the teachers working in rural an urban area.

8. The teachers belonging to different levels of teaching diffe significantly in their perception of organisational climate. Th organisational climate as perceived by the teachers teachin at primary level is high than the teachers teaching secondary, higher secondary and college level.

9. There is a significant relationship between organisationa climate as perceived by teachers and professional ethics.

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OPINION OF RURAL WOMEN TOWARDS GIRLS' EDUCATION

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NTRODUCTION:

All over the world, especially in the Third World, one periences a distant tendency among grownups to treat a girl child ry differently from a boy child. In India, this tendency is due to e age-old prejudices and sex stereotyping we have grown up with. ur treatment of the girl child is conditioned by the society's pectations of women she will ultimately become. People believe t it is the boy child who will support the family and the old parents d not the girl because she is "parayadhan" and meant for husbands' nily. Rather her parents will have to pay a dowry to marry her . But at present, the situation has changed and it has become a cessity for women to work outside and earn money. It is also a t that "when a man is educated, an individual is educated, when voman is educated, a family is educated". Therefore, it is the

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present day need that girls also should be educated. The urbanit have realised this and are educating their girl children but the litera level of girl children is very low in rural areas even today.

Jhansi Rani and Bhave (1982) reported that the rural wom took keen interest in decisions to be made about their childre education. Hence it is a known fact that it is necessary to educa the rural women about the importance of girls' education. In ord to educate the rural women, it is necessary to understand tho awareness about the importance of girls' education. Keeping th in view, the present study was undertaken with the followi objectives:

1. To study the socio-personal characteristics of rural wom towards girls' education
2. To study the opinion of rural women towards importance educating girls
3. To know the awareness of rural women about governm policies
4. To analyse the relationship between socio-perso characteristics of rural women and their opinion regard girls' education.
5. To identify the problems of rural women in educating th girl children.

METHODOLOGY:

The study was conducted in Dharwad and Hubli taluks Dharwad District in the year 2004. Four villages Garag, Hanga Kundgol and Hebsur were selected for the study. A sample of respondents was randomly selected from these four villages. Wor with children below the age of 15 years were selected. Data

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collected with the help of structured schedule by personal interview method in an informal atmosphere. The data were analysed with the help of simple percentages and correlation.

RESULTS:

Socio-personal Characteristics of Rural Women: The socio-personal characteristics of rural women are given in Table -1:

Age: Majority of the respondents (59%) fall in the middle age group followed by young (32%) and old (9%)

Education of the parents: In case of formal education obtained 50 percent of the mothers' and 44 percent of the fathers' were illiterates. Among the literates in case of mothers', 23 percent had middle school education followed by high school (14%), primary school (11%) and college (2%). In case of fathers', 20 percent of them had middle school education followed by secondary school (17%), primary school (11%) and college (8 %).

Occupation of the respondents: With respect to occupation, it was found that majority of the respondents (73%) was non-working, while only 27 percent working.

Family Income: Majority of the respondents (52%) had a family income of Rs. 1000-5000/month, followed by 25 percent with Rs. 5000-10000/month income, 20 percent had less than Rs. 1000 as monthly income and only 3 percent of the families had a monthly income of more than Rs. 10000/ month.

Mass Media Participation: Among the respondents, 54 percent had very low mass media participation, while only 4 percent had high mass media participation.

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f. Social Participation: The social participation of the responder was very negligible. Almost 90 percent of the respondents h zero social participation and only 7 percent had low soci participation.

Opinion of Rural Women Towards Girls Education:

The results in Table 2 show that 89 percent of the responder had favourable opinion towards girls' education while only 11 perce had unfavourable opinion. The respondents were in favour of gir education, as they wanted their children to read and write and not to gullible [Table 2 (a)]. While the other reasons quoted were to ha worldly knowledge, to face problems in life confidently, to becor economically self sufficient, to establish good human relationships, be a responsible citizen of the country, to have respectable position the society, to get their girls' married to educated men and to face t male dominant society.

Awareness of Rural Women Towards Importance of Educating Gir

Majority of the respondents (54%) were aware of the free a compulsory education of children up to 14 years (Table 3). Howe more than 60 percent of the respondents were not aware of oth facilities provided by Government to encourage girls' education name 33 percent reservation for women in panchayats, 33 percent reservati for women in Government jobs and the availability of loans for liter women for self employment. This indicates that the awareness of ru women regarding government policies and special provision women's upliftment was low, probable due to their low educatio status.

Relationships between Socio - Personal Characteristics of Ru Women and Opinion regarding Girls' Education:

The results in Table - 4 clearly indicate that mothers' educatio

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s significantly and positively related to opinion regarding girls' ducation, indicating that as mothers' education increases, she is more avourable towards girls' education. This was the only variable which ffected the opinion as there was no other variable having significant elationship with their opinion. This shows that mothers' education plays crucial and an important role in educating the girls.

Relationship between socio-personal characteristics and wareness of government policies

Mothers' education, income of the family and social articipation were significantly and positively related to the wareness of rural women about importance of educating girls. Whereas age, fathers' education, and mass media participation had o significant relationship (Table 4)

roblems faced by rural women in educating girls:

The major problem faced by rural women in sending their rl children to school was financial problem. The other important oblems indicated as given in Table 5 are finding a groom for an lucated girl, tradition of early marriage which does not permit eir studies, the fear that educated girls may not work on the farms d perceived tendency of educated girls to marry outside the mmunity.

ONCLUSION

e study reveals that majority of the rural women had favourable inion towards girls' education. The favourable opinion augurs ll for the future girls. Since main problem for educating girls is k of finance, the women should be made aware of the government ogrammes for women development and government should also ovide more scholarships to deserving and needy students.

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Table 1: Socio Personal Characteristics of Farm Women

a. Age of the respondent:

Sl.No.	Category	Number	Percent
1	Young (< 30 years)	46	32
2	Middle age (30 -50 years)	84	59
3	Old age (> 50 years)	12	9

b. Education of the parents:

Level of Education	MOTHER		FATHER	
	No.	%	No.	%
Illiterate	71	50	63	44
Primary School (1 - 4 Std)	16	11	15	11
Middle School (5 -7 Std)	32	23	28	20
Secondary School (8-10 Std)	20	14	24	17
College	3	2	12	8

c. Occupation of the respondent

	No.	Percent
Working	39	27
Non-Working	103	73

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Family Income per month

Income Rs./month.	No	Percent
less than 1000	28	20
1000 – 5000	74	52
5000 – 10000	36	25
above 10000	4	3

Mass Media Participation of the respondents

Scores	No	Percent
0 - 2	76	54
2 - 4	46	32
4 - 6	14	10
6 - 8	06	04

Social Participation of the Respondents

Score	No	Percent
0	127	89
1	10	07
2	4	03
3	1	01

Table 2

Opinion of Rural Women Towards Girls' Education

Categories	No	Percent
Favourable	127	89
Unfavourable	15	11

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Table 2(a)

Reasons Given by Rural Women for their favourableness

Reasons	No	Percent
To have worldly knowledge	116	82
To face male dominant society	79	56
To face problems in life confidently		110 77
To become economically self sufficient	102	72
To establish good human relationship	89	63
To be a responsible citizen of the country	91	64
To have respectable position in the society	111	78
To get married to an educated man	85	60
To know to read and write, and to be gullible	127	89

Table 3

Awareness of Farmwomen about government policies & programmes for women

Parameter	Yes	%	No	%
Free and compulsory education up to 14 years	76	54	66	44
33% reservation for women in panchayat	51	36	91	64
33% reservation in Government jobs	45	32	97	58
Availability of loans for literate women for self employment	52	37	90	63

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Table 4

Relationship between Socio-Personal Characteristics with Opinion of Rural Women Towards Girls' Education and Awareness of Rural Women about Importance of Educating Girls.

Socio - Personal Characteristics	Correlation Coefficients	
	Opinion towards girls' education	Awareness towards importance of educating girls
Age	-0.13	-0.02
Mother's education	0.16*	0.29*
Father's education	0.03	0.13
Mother's occupation	-0.10	0.01
Income	-0.08	0.28**
Mass Media Participation	0.04	0.09
Social Participation	-0.01	0.22**

* Significant at 5% level ** Significant at 1% level

Table 5: Problems faced by Farmwomen in Educating Girls

Parameter	Yes	%	No	%
Sending girls outside is criticized by the people	38	27	104	73
Finding groom for an educated girl is difficult	42	30	106	70
Girls education cannot pay back after marriage	24	17	118	83
No security is assured against evil elements while girls are outside home	32	22	110	78
Education of girls' education is not valued by the society	28	20	114	80
Tendency of educated girls to marry outside the caste	38	27	104	73
Financial problem	73	51	69	49
Educated girls may not work on farm, so additional labour to be incurred	41	29	101	71
Tradition of early marriage which does not permit their studies	42	30	100	70
To look after younger siblings	31	22	111	78
No school nearby	34	24	108	76
Educated girls do not adjust in the house	23	16	119	84

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THE EFFECT OF PLAYWAY CUM ACTIVITY METHODS IN TEACHING THE CONCEPT OF π AMONG THE VII GRADE STUDENTS

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Most of the students have fear on learning Mathematics, as the learning of Mathematics involves the use of I.Q and creativity. Hence it is the duty of the Maths Teacher to teach their subject effectively with the help of play-way and activity methods. Now-a-days importance is given to the joyful learning methods and likewise teachers should adopt new techniques in order to make the teaching learning also joyful.

The teaching of Mathematics is unique in the following aspects:

- It is a scientific way of learning with the help of reasoning.
- The language use is limited. Brevity is the special feature of Mathematics.
- More usage of symbols is involved.
- The Evaluation process is done with the help of definite answers.
- It accelerates creativity and intelligence.
- The sequence of subject matter is important.

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Teaching of the 'π' concept

The concept of π is used in mathematics under 'measurement' especially in 'circle' measurement. Teachers are teaching the students how to find out area, circumference, volume etc with the help of value. The value of π is equal to 22/7 or 3.14 is known to almost majority of the students. But how this value is arrived remains a puzzle not only to the students but also to the many teachers.

So far this aspect was not given importance by the teachers i.e how to make the students to understand the π value. Hence the researchers undertake this study in order to make the students to understand the concept of π.

Objectives

1. To make the VII class students to understand the concept of π.
2. To make the students to find out the value of π by themselves.
3. To find out the difference between the control and the experimental group in terms of their performance.
4. To find out the difference between the experimental and the control group interms of variables such as sex, parent's educational qualification, economic status etc.
5. To compare the activity and the play way method in teaching the π concept.

Methodology

Experimental group- control group, post-test design was selected for this study.

Sample

The VII std students of Panchayat union Middle School of Silal, Ariyalur, Perambalur Dt, Tamil Nadu form the sample for the study.

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20 students were included in the control group and 20 students were included in the experimental group. Both the groups were equal in their achievement level, economic status etc.

Experimentation

In the experimentation both the activity method and play way method were implemented. In the activity method the students draw a circle and made to find out the circumference with the help of thread and scale.

In the play way method the students find out the circumference and diameter of a big circle with help of a long rope.

The experimental group was subjected to both the methods whereas the control group was taught only the activity method.

Phase I

The experimental group students were divided into five sub groups. Each group was given a long rope and a nail using which they were taught to draw a circle. They were made to run along the path of the circle by shouting "circumference" and then they measured the circumference with the help of their feet. After that they run along the path of diameter of the circle. By shouting 'diameter' and then they measured the diameter also with the help of their feet. Thus measuring the value of circumference and diameter were done by a game. Then the students were asked to divide the circumference by the diameter. All the five groups arrived the values which are equal to 3.14. Thus the experimental group students themselves found out, how the value of π was arrived.

Phase II

In this phase both the experimental and the control group students were involved in the activity method of arriving the value

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Gandhi Memorial College Of Education Bantalab Jammu

of π. Each student was asked to draw a circle with the help of instrument box. They measured the radius, diameter and the circumference with the help of a thread and a scale. Then all of them were asked to find out the π value, i.e dividing the circumference with the diameter.

Phase III

The responses of the all the students both the control and experimental group were categorised into very good, good, satisfactory and fair carrying 4, 3, 2, 1 marks respectively. The scores were recorded and their percentage was find out.

Analysis of the data

The percentage of both the groups were compared. The experimental group got 80% where as that of control group 44% which shows that the play way method was very useful in making the students to find out the value of π than the activity method alone.

Table: 1

Performance of the Experimental Group

Sl. No	Rank	No. of Students	Marks	Total Marks
1.	Very Good	9	4	36
2.	Good	7	3	21
3.	Satisfactory	3	2	6
4.	Fair	1	1	1
				64

Percentage of Experimental Group = 80%

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Table: 2

Performance of the Control Group

Sl. No	Rank	No. of Students	Marks	Total Marks
1.	V. Good	2	4	8
2.	Good	2	3	6
3.	Satisfactory	5	2	10
4.	Fair	11	1	11
				35

Percentage of Control Group = 44%

The effect of playway method in teaching the concept of π was analysed interms of variables also.

Table: 3

Comparison interms of the variable 'Sex'

Sl.No	Rank	Marks	No. of Boys	Total Marks	No. of Girls	Total Marks
1.	V. Good	4	6	24	3	12
2.	Good	3	3	9	4	12
3.	Satisfactory	2	1	2	2	4
4.	Fair	1	0	0	1	1
			10	35	10	29

Percentage of Boys = 70%

Percentage of Girls = 58%

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Table: 4

't' value between Boys and Girls

Sex	No.	Mean	S.D	t	Table Value
Boys	10	3.5	0.67	1.366	2.88 (1%)
Girls	10	2.9	1.22		2.10(5%)

Table: 5

Comparison of Educational Qualifications of Parents

Sl.No	Rank	Marks	Above S.S.L.C		Below S.S.L.C	
			No.	Total	No.	Total
1.	V. Good	4	2	8	7	28
2.	Good	3	1	3	6	18
3.	Satisfactory	2	2	4	1	2
4.	Fair	1	0	0	1	1
			5	15	15	49

Table: 6

't' test between the parents who are above and below SSLC

Qualification	No.	Mean	S.D	T	Table Value
Matriculation	5	3	1.26	0.4465	2.88 (1%)
Higher qualification	15	3.27	0.85		2.10(5%)

The percentage of performance was analysed in terms sex, percentage education and the 't' value was found out.

Findings and Discussion

1. The play way and activity methods are useful in teaching the concept π and arriving the value of π.

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Gandhi Memorial College Of Education Bantalab Jammu

2. The performance level of the students increase with the use of the play-way method than the activity method.

3. There is no significant difference between the performance level of male and female students and parents education.

This study shows the effect of the play-way method in teaching the concept of π. With the help of such studies the teaching of harder concepts can be made easy to the students. Students are made to learn the nook and corner of any formula using games and play-way methods at the primary level. Play-way methods and games create interest and enthusiasm among the primary children. When the students are actively engage in the learning process, their understanding and performance level also increases. The understanding of basic concepts in mathematics will create interest in learning maths in higher classes too. I will reduce the phobia in learning mathematics among the students.

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EXPLORING THE CREATIVE POTENTIALITIES OF CHILDREN WITH LEARNING DISABILITIES: AN EXPERIMENTAL STUDY

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Introduction:

In course of discussion with the staff members about the children with learning disabilities (L.D), some of them stressed on the creative potentialities inherent in the children with L.D. Some pleaded in favour of it and some opined against the proposed statement and some observed silence. Unless and until some experimental exercise in exerted, the statement will stand hypothetical. In order to materialize the proposal into action, the researchers decided to take up a study on "Exploring the creative potentialities of the children with learning disabilities". It is revealed from research studies that the children with L.D posses IQ more then average children. They have reading disorder (Dyslexia) and poor knowledge in numeracy. Basing on these deficiencies of the Children with L.D into consideration, one can't generalise that they are less intelligent. Some great men were also L.Ds in their early career and later on they rose to the peak of excellency in certain fields. If L.Ds are given right type of support they will prove their

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mettle and win laurels. So all the discriminations should be wiped out from the mind of the children and attitude sharing should be developed in every child and due worth is to be given to them through proper nurturing. Inclusive education means that all the students are provided the support and opportunity they need because of participating learning and members of their school community. Every effort need to be made to meet the individual needs of all the children though a diverse and accommodating curriculum in a regular education environment. Collaborative planning, shared ownership and common responsibilities for the education of all students will foster a climate of acceptance and support with the family, society and community. It is envisaged in the P.W.D Act, 1995 that the following provisions are to be made.

- Ensure that every child with a disability has access to Free Education in an appropriate environment till he attains that age of eighteen years.
- Endeavour to promote the integration of students with disabilities in the normal schools.
- Promote setting up of special schools in governments and provide sector for those in need of special education in such a manner that children with disabilities living in any part of the country have access to such schools.
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

Objectives:

1. To identify the creative talent inherent in the children with L.D.
2. To compare the performance of L.D children with normal children's performance in creative activation.

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Sample:

14 students were selected, purposely from Railway Colony Upper Primary School of Kesharpur of Khallikot Block in Ganjan District to conduct the study. Out of which 7 students were identified, as L.D. and 7 were normal children with more than average performance.

Design:

It was a double group with Pre & post test design.

Procedure:

At the outset the performance of the normal children and performance of the L.D children were scrutinized going through the school records. It was found that except in mathematics and language (pronunciation & spelling) performance of the normal children and children with L.D. was almost similar in other subjects. So it was decided to compare the creative performance of the normal children with the children suffering from L.D. Prior to conduct of the experiment detailed planning with chalked out.

1. Conduct of Pre-Test of the normal children and L.D. children.
2. Giving instant support to L.D. children in creative activities and exploring their innate potentialities.
3. Giving then free time to do as they opt for with guided supports.
4. No technical support was given to the normal children. They were taught in the usual manner with creative treatment. At last performance test was conducted with the two categories of learners and results were compared.

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OrygamV:

How to make use of papers by making different type of patterns and shapes to symbolize birds, usable articles, the garlands, caps, dress etc. were made clear to the L.D. children though an expert in Art and Aesthetic Education. Practical classes were conducted involving L.D. children

Cutting & Pasting:

The children were given old magazines, cartoon and comics strips and were asked to cut the said picture from the magazine and paste on the drawing sheets. Then they were given examples as to how they can describe the pictures reflecting their own idea. They were properly guided by the researchers.

Free Hand Drawing and Painting:

With the help of an art teacher they were given two periods of one hour and 30 minutes so as to draw linear drawing to symbolize birds, animals house, boys, girls and art the teacher extended right type of support to them. Then they were asked to perform the task then and there. Necessary support was extended by the art teacher.

Writing Captions:

Then those children were supplied with picture and they were asked to write a caption for each picture. First of all demonstration was given by the researches and the L.Ds were clarified the concept of writing captions basing on the picture.

Dramatics:

The L.D children were asked to perform mime activities according to delivery of dialogues. For the ten minutes, the researches acquainted them with the art of miming and then the L.D children were asked to perform their role. Necessary corrections were

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Gandhi Memorial College Of Education Bantalab Jammu
made by the researches instantly. After a weeks intervention the normal children and the children with L.D were put to a Post-Test.

Table - 1 – Post Test Performance Level

	N.C	L.D	N.C	L.D	N.C	L.D	N.C	L.D	N.C	L.D
Orygamy	1	2	1	2	2	1	3	2	-	-
Cutting, Pasting & Description on the Picture	3	3	2	2	1	1	1	1	-	-
Free Hand drawing	2	2	2	2	1	2	2	1	-	-
Writing Caption	1	2	2	3	2	2	2	-	-	-

NC-Normal Children, L.D-Learning Disabilities.

Results & Discussions:

The above table shows that the L.D children have better performance than the normal children in the creative activity conducted for both the groups. At the Pre-test stage it was marked that the normal children were found better than the L.D children in almost all the activities. As an effect of intervention was extended to the L.D children their performance was marked better than the normal children. In the 3rd round both the groups were given equal treatment only on one area applying new techniques and the performance can be well visually from the table given below.

Table - 2 – Grading the Performance

Area	Normal Children					Children with Learning Disabilities				
	Excellent	Very Good	Good	Average	Below Average	Excellent	Very Good	Good	Average	Below Average
Writing Slogan basing on the given picture.	2	2	1	2	–	3	2	I	1	–

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From the above table it is clear that the L.D children are in no way inferior to the normal children of in performing creative activities. Right type of instruction and support can help them to eliminate their learning disabilities.

Suggestions:

As per the PWD Act, 1995, it is the moral duty of every citizen of India that equal opportunities, protection of rights and full participation, should be provided to the children with special needs in school to discover their innate potentialities. Small action research needs to be conducted at the primary and upper primary stage, so that the children can over come their deficiency. A small experiment conducted by the researchers concentrating on creative activation, proved to be a worthwhile exercise as opined by the teachers of the school. It is advisable for each and every teacher to explore the innate potentialities of L.D children they come across.

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Gandhi Memorial College Of Education Bantalab Jammu
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THE EFFECT OF TRAINING, DETRAINING AND RETRAINING ON THE SELECTED ANTHROPOMETRICS, CARDIO-PULMONARY AND PERFORMANCE VARIABLES OF VOLLEYBALL PLAYERS

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Training is now universally recognized that a scientifically based and systematized programme which is fundamental to the pursuit of high-level performance in sports. All sports have drawn the attention of maximum number of sports scientists and coaches to devise new training method in order to achieve an optimum performance. Due to this, a vast variety in the approaches to devise training load have been made and this has created a situation where players, in spite of following different methods of training have attained comparable levels of performance.

Various system of exercise for physical development have been emphasised by experts. More often individuals select any one system based on the information available to him or subjectively fascinated by the rational attributed to the given system. Some people adopt athletics methods of conditioning mixing exercises from number of systems without any clear idea of potential outcomes. Hence, there is a need to identify clearly the scope of each system of training, detraining and retraining programme as well as the possible advantages of preparing a schedule of training programme from the various systems.

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SIGNIFICANCE OF THE STUDY

The present study is significant for the following aspects.

1. This study would be useful to identify the desirable changes in the selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players due to training, detraining and retraining.
2. The changes in various Antropometric, Cardio-pulmonary and Performance variables during the detraining period will help the coaches to either increase or decrease the duration of detraining.
3. Physical educationists and sports scientists have been constantly examining sports performance in relation to the individual skill and fitness standards. Since the present study is also in the line of the same, the finding of such type of studies could be utilized in the practical aspects of coaching and training.
4. The findings of the study w8ill provide guidance to physical education teachers and coaches to prepare training schedules for specific events on the basis of the physical and physiological capacity of the athletes.
5. This study may also help the teachers and coaches to know how long the training effect will continue after the cessation of training and the rate of decrease of performance.
6. The findings of this study will add to the quantum of knowledge in the area of training methods and exercise physiology.

OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To find out the effect of training on selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players.

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2. To find out the significant of changes take place during the detraining period on selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players.

3. To find out how long the players take time to reach the significant level on selected Antropometric, Cardio-pulmonary and Performance variables during various phases (1st month, 2nd month and 3rd month) of retraining period.

The study would create an awareness about the changes of criterion measures during the detraining and helpful to physical educationists and coaches for their planning in duration of detraining. As one of the findings of the present study the effect of retraining on the criterion measures may be a yardstick to coaches to know the duration of requiring capacities of players in the retraining period.

STATEMENT OF THE PROBLEM

The purpose of the study was to find out the effect of training, detraining and retraining on the selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players.

DELIMITATIONS

1. The study was delimited to volleyball players at school level

2. This study was further delimited to selected Antropometric, Cardiopulmonary and Performance variables of volleyball players.

3. This study was delimited to boys, in the age group of 13 to 15 years.

LIMITATIONS

The study has following limitations:

1. Changes in climatic conditions were not account for the study.

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2. In detraining period the subjects were not controlled they were freely allowed to participate in their own programme.

3. The study was conducted on the basis of special training programme which was prepared by researcher.

HYPOTHESES

Based on the logical concepts, the following hypotheses have been formulated. The training programme may produce a significant improvement in the selected 3.14 (weight), 4.21 (present body fat), 0.32 (lean body mass) 5.34 (chest girth), 13.26 (resting heart rate), 0.004 (systolic blood pressure), 0.51 (diastolic blood pressure), 1.41 (Forced vital capacity), 106.58 (cardio respiratory endurance), 10.4 (vital capacity), 16.1 (forced inspiratory vital capacity), 0.84 (tidal volume), and 0.95 (maximum voluntary ventilation) and 17.81 (performance) and 1.71 (peak expiratory floe rate).

1. There may be a significant reduction in the selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players due to detraining.

2. The retraining programme may produce a significant improvement in the selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players at the various phases of retraining (at the end of the first month, second month and third month).

The variables used in this study are.

Anthropometric variables such as body weight, chest girth, percent body fat and lean body mass, Cardio-pulmonary variables were: resting heart rate, Systolic Blood Pressure (SP), Diastolic Blood Pressure, Cardio-respiratory endurance, Forced Vital Capacity,

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Gandhi Memorial College Of Education Bantalab Jammu

Forced inspiratory vital capacity, Tidal Volume, Maximum Voluntary Ventilation, peak expiratory flow rate and performance.

Sample Selection:

The subjects selected for this study were all volleyball players who are studying in schools in Coimbatore. The investigator used random method of sampling to make the assignment of groups. A total of 60 volleyball players were selected initially. The samples selected were in the age group of 13 - 15 years.

Methodology

Sixty Volleyball players who were studying in various school of Coimbatore in the age group of 13-15 were selected for the present study. The subjects were measured initially on the criterion measures (Anthropometricd and Cardio-pulmonary variables) using the standardised and well - established reliable instruments. Using subjective rating, the performance of the volleyball players was tested. Among the 60 samples, 30 volleyball players were randomly selected and. grouped into two namely control and experimental in equal manner. Further, other than the control group, the experimental group was treated with specific training package for about 3 months. At the end of the training period both control and experimental group were tested again on the criterion measures.

The second process of the present study, to find the changes of criterion measures during the detraining period, the volleyball players belong to experimental group only retained and they were off in training during the detraining period. The duration of the detraining period was 45 days. After the completion of 45 days, the subjects were tested on criterion measures.

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Gandhi Memorial College Of Education Bantalab Jammu

As the final process of the present study in order to know the regaining capacities of the volleyball players in the criterion measures soon after completion of detraining period, the subject were treated with retraining program. The duration of this period was three months. Here, in the view of observing the regaining capacities of the volleyball players in the criterion measures, while they were undergoing the treatment in the retraining period they were tested at the end of the every month of retraining period. After completion of the collection of data were analysed with appropriate statistical technique.

The multivariate technique of analysis of co-variance, invariant technique of descriptive measures and correlated 't' test were carried out to find out the effect of training, detraining and retraining during three phases.

FINDINGS

Testing the Initial Means

Initial mean of the variables were tested by analysis of variance as one of the preliminary process of analysis of co -variance 'fx' value of 2.29 (weight), 0.05 (lean body mass), .0008 (present body fat), 0.07 (chest girth), 0.017(resting heart rate), 1.80 (systolic blood pressure), 0.02 (diastolic blood pressure), 0.02 (cardio respiratory endurance), 0.18 (vital capacity), 0.006 (forced, vital capacity), 0.45 (forced inspiratory vital capacity), 0.14 (tidal volume), and 0.97 (maximum voluntary ventilation) and 1.28 (performance) were found to be insignificant at 0.05 level of confidence whereas 'F' value of 4.99 (peak expiratory flow rate) was found to be significant.

Testing the Final Means

In testing the final means the obtained 'F' values are: 3.14 (weight), 4.21 (present body fat), 0.32 (lean body mass) 5.34 (chest

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girth), 13.26 (resting heart rate), 0.004 (systolic blood pressure), 0.51 (diastolic blood pressure), 1.41 (Forced vital capacity), 106.58 (cardio respiratory endurance), 10.4 (vital capacity), 16.1 (forced inspiratory vital capacity), 0.84 (tidal volume), and 0.95 (maximum voluntary ventilation) and 17.81 (performance) and 1.71 (peak expiratory flow rate). These values were significant when compared to the critical values of 4.20 (df,28) at 0.05 level, where as the 'F' values on final means of lean body mass, tidal volume, maximum voluntary ventilation, diastolic blood pressure, systolic blood pressure, forced vital capacity and peak expiratory flow rate were less than the significant level.

Testing the Adjusted Means

As the primary aim of analysis of co- variance, adjusting the initial means with final means and testing the adjusted means was done. 'F' value obtained from testing the adjusted means of 4.88 (weight), 67.27 (present body fat), 9.16 (lean body mass) 50.83 (chest girth), 55.64 (resting heart rate), 19.70 (systolic blood pressure), 4.59 (diastolic blood pressure), 10.98 (Forced vital capacity), 110.75 (cardio respiratory endurance), 36.28 (vital capacity), 39.95 (forced inspiratory vital capacity), 11.07 (tidal volume), and 36.43 (maximum voluntary ventilation) and 56.09 (performance) were found to be insignificant at 0.05 level of confidence were as 'F' value of 12.42 (peak expiratory flow rate) was found to be significant.

Detraining

The collected data on the detraining period on variables used in the study were tested with the 't' test to test the significant of mean difference between pre- test and post-test. The obtained 't' values are : 16.50 (weight), 7.51 (present body fat), 7.80 (lean body mass) 7.60

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

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(chest girth), 7.98 (resting heart rate), 8.26 (systolic blood pressure), 1.17 (diastolic blood pressure), 2.40 (Forced vital capacity), 7.26 (cardio respiratory endurance), 7.82 (vital capacity), 2.48 (forced inspiratory vital capacity), 6.62 (tidal volume), and 0.24 (maximum voluntary ventilation) and 8.36 (performance) and 4.13 (peak expiratory flow rate). The required table value for degree of freedom 1, 14 was 2.14. In order to test the significant of mean difference between pre- test and post - test on all the variables, the obtained't' values of the same was compared with critical value of 2.18 (1, 14). The comparative result evidenced that other than the maximum voluntary ventilation, the observed mean differences between pre-test and post-test was statistically significant. In testing the hypothesis, since the't' values of Anthropometric, Cardio-pulmonary variables and performance variables other than the maximum voluntary ventilation higher than the critical value of 2.14, the formulated hypothesis was accepted, whereas in maximum voluntary ventilation the formulated hypothesis was rejected.

Retraining

In retraining period, the data were collected in three different phases such as at the end of the first month, second month and at the third month. The main purpose of this are to find out at which state the players obtain a significant improvement in the selected criterion measures during the retraining period. Using correlated't' test, the significant of mean difference of initial level of retraining with first month, second month and third month was tested. The obtained 't' values on testing the significance of means between initial level of retraining and first month of retraining are : 9.87 (weight), 7.32 (present body fat), 8.31 (lean body mass) 7.86 (chest girth), 13.11 (resting heart rate), 14.49 (systolic blood pressure), 5.32 (diastolic blood pressure), 5.59 (Forced vital capacity), 8.50 (cardio respiratory endurance), 4.89 (vital capacity), 0.93 (forced inspiratory vital capacity), 3.01 (tidal volume),

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and 5.92 (maximum voluntary ventilation) and 10.92 (performance) and 5.44 (peak expiratory flow rate). Further for testing the mean significance at 0.05 levels for degree of freedom (DF) of 1, 14 the required critical value was 2.14. Since the observed't' values of variables mentioned above other than the forced inspiratory vital capacity, were greater than the required critical value (2.14), the mean difference between initial level of retraining period and first month was statistically significant, whereas the observed mean difference on forced inspiratory vital capacity during this period was statistically insignificant.

Likewise, in testing the significance of mean difference initial level of retraining and second month of retraining period, the obtained 't' values are: 10.07 (weight), 7.10 (present body fat), 7.66 (lean body mass) 9.21 (chest girth), 9.27 (resting heart rate), 7.91 (systolic blood pressure), 1.04 (diastolic blood pressure), 11.29 (Forced vital capacity), 11.10 (cardio respiratory endurance), 7.62 (vital capacity), 2.92 (forced inspiratory vital capacity), 5.99 (tidal volume), and 9.66 (maximum voluntary ventilation) and 11.24 (performance) and 8.04 (peak expiratory flow rate). The obtained't' values of variables above other than the diastolic blood pressure were statistically significant at 0.05 level ($P > .05$) it evidenced that the observed mean difference between initial level of retraining and second month was a significant one other than diastolic pressure ($P < 0.05$).

The data collected on the third phase of retraining period was compared with initial of retraining period where the observed 't' values are : 12.40 (weight), 10.29 (present body fat), 12.45 (lean body mass) 15.69 (chest girth), 15.92 (resting heart rate), 9.76 (systolic blood pressure), 11.07 (diastolic blood pressure), 18.96 (Forced vital capacity), 15.39 (cardio respiratory endurance), 11.35 (vital capacity), 4.89 (forced inspiratory vital capacity), 11.34 (tidal volume), and 7.82 (maximum voluntary ventilation) and 15.11 (performance) and 10.79 (peak expiratory flow rate). Here since

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Gandhi Memorial College Of Education Bantalab Jammu
the obtained 't' values of the said variables were higher when compared to critical value (2.14), it was considered that the mean difference between initial level of retraining and third month of retraining period was statistically significant and hypothesis formulated in this regard was accepted.

CONCLUSIONS

The following conclusions are drawn from the study.

1. It was concluded that the training package specifically designed for the present study has a significant impact in the Antropometric, Cardio-pulmonary and Performance variables of volleyball players.

2. The improvement in the performance of volleyball players may be the joint effort of desirable changes occurred in the Antropometric, Cardio-pulmonary and Performance variables and means methods that are imparted during the training and retraining period.

3. The forty five days of detraining has significantly degreased the performance in Antropometric, Cardio-pulmonary and Performance variables of volleyball players.

4. As far as the regaining the performance in the criterion measures, since the results of first month of retraining period has a significant impact on the most of the criterion measures, it was concluded that the period of one month will be sufficient to regain their performance in criterion measures.

5. Based on the results of progress of the criterion measures throughout the retraining period (1st month, 2n month and 3rd month). It was concluded that the changes of moving is in the linear direction.

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6. Based on the results of Anthropometric, it was concluded that the increment in weight may be preferred in the form on increasing the lean body mass.

7. Based on the systematic functional relationship between present body fat and cardio-pulmonary functions, it was concluded that it the present body fat may be root cause for the significant changes in the cardio-pulmonary variables during training, detraining and retraining.

RECOMMENDATIONS

Based on the major findings of the present study the following recommendations were made.

1. Since the study has proved that the specific training programme enhanced the Antropometric, Cardio-pulmonary and Performance variables of volleyball players, it is suggested that the coaches and physical education teachers can follow this training programme to training college level volleyball players.

2. In this study forty five days of detraining has reduced the level performance Antropometric, Cardio-pulmonary and Performance variables and skill performance, so it is recommended that under any circumstance the detraining period should not be too long (45 days), but it should be a shorter one.

3. Since the study as proved that within a period of one month of retraining the selected Antropometric, Cardio-pulmonary and Performance variables of volleyball players have increased, it is recommended.

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A STUDY ON THE EXTENT OF VALUE ATTAINMENT AMONG STUDENT TEACHERS

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Pandit Jawaharlal Nehru said, *"I know a great India but not a great Indian"*. The statement sends signals about the erosion of values among individuals. The patriotic feeling that existed before independence does not exist now. The days when technology was not available, when economy was not so sound, when industrial growth was not remarkable, and when the literacy rate was low, patriotism in the country was high, crime rate was low, and life system was so dignified. Today, the technological explosion is evident, literacy rate has increased, industrial revolution too is taking place but the life system is under jeopardy, Lack of concern for human values has resulted in widespread corruption, exploitation, authoritarianism and selfishness.

The idea of value education has tremendous significance today when we pass through a high- tech revolution. The concept of value education generally implies the process of lifting a person from a lower to a higher plane of thought and action. Value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits.

It is easy to talk about values; a beautiful article may also be written on how values should be developed, how an individual should live etc. Our scriptures too have talked about how the individual should live in the society. They have indicated the social virtues and vices.

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They have given us models too. Therefore, there is no dearth of materials on values. The crux of the problem is how to practice rather than preaching values. Evaluation of the value attainment is a complex phenomenon than it appears.

Parameters of Value Attainment:

In the evaluation of value attainment, the classification of the individual becomes vital. There are three dimensions of the individual. The first is what the society thinks of an individual; the second is what an individual thinks of himself; and thirdly what is the true self of the individual. The real individual is one who has understood his true self and does things, which do not contradict with the perception of what the individual thinks of himself and what the society thinks of the individual. Therefore, the best way to evaluate value attainment is through 'introspection.' By looking at inward, one can understand the positive and negative aspects of self. If there is determination, the negative aspects can be transformed into positive experiences. Therefore, any method, which would enable the individual to introspect self from time to time, would help to understand value attainment.

General Methods of Evaluating Value Attainment:

Observation of regular habits of individuals for a prolonged period: The fact is that the 'regular habits' are indicators of the self to some extent. The *consistency* in which an activity is performed can indicate the true mindset of an individual. This information cannot be obtained overnight or not even in a short duration. This should be obtained over a period of time, say, one year to assess the value attainment of individuals.

Observing Volunteerism: Volunteerism is not a virtue of everyone. The person who volunteers has some special qualities. Volunteerism for specific type of activities may reveal the mindset of individuals.

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Record of Sincerity: The sincerity with which a person approaches a work irrespective of the results is as important as the result itself. A person practicing sincerity may inherit other values also in him since clinging on to one value at any cost would contribute to practicing other values too.

Evidence of Self-dependence: The behaviour of self-dependence develops mostly through conviction, and conviction is a virtue that develops through sincerity. Therefore, parents and teachers can also assess value attainment by observing the self-dependence of the individual.

Skills on Inter-dependence: Human being is a social animal and therefore cannot live in isolation. Modern management system talks about Emotional Quotient (EQ) of individuals and one of the determinants of EQ is to what extent the person fits himself in the society. The individual's ability to cope with others in the society for good things is a desired value. Inter-dependence is one of the qualities of leadership.

Review of Related Studies

Sharma (1981) made a differential study of self-concepts, personality adjustment and values of teachers at various levels on a sample of 702 teachers of Agra district using Bhatnagar's Self-concept Inventory, Value Scale and self-constructed Adjustment Inventory. He found that primary school teachers perceived themselves to be better achievers than the college teachers while the difference between primary and secondary school teachers were not significant.

Roy (1982) analysed creativity, age and value orientations as correlates of behaviour deviance among adolescents on a sample of 240 adolescents. Findings showed that creativity, value orientation and age had promoting and demoting functions.

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With reference to Kerala State, Annamma (1984) conducted a study on value aspirations and adjustment of college students and found that a majority of undergraduate students were conformists, with a stable system of values and without rebellious tendencies.

Donald (1996) identified and categorised the types of values employed and illustrated the complexity of values and their influence on decision making. The principal and staff gave particular importance to three value types as greatly influencing the principals' decisions: basic human values, social and political values and moral value. The principal's values were also found to be of major importance as motivating influence.

Holman (2003) conducted a study to identify and compare the values of elementary school principals using descriptive and ex-post facto from quantitative data obtained from 247 elementary school principals in the Riverside and San Bernardino Counties.

Many studies have been conducted in the area of value orientation of teachers and a thorough analysis of them made the investigator to analyse the existing value system among our students, which may throw light on the need for value education in serious manner.

Need and significance of the study

The teacher education programme plays an important role in shaping and moulding the habits, manners and above all character of student teachers to become an effective teacher. Erosion of values among our student community is very evident and it would be disastrous if our education system were not equipping them to be aware of this grave situation. As a preliminary step, everyone must be conscious of the existing value pattern among students so as to develop and implement the relevant measures for value attainment, which is the need of the hour to promote values in young children, and develop in

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them the powers of conviction. Analysis of the extent of value attainment among student teachers is significant in the sense that they are both students and the future teachers responsible for value development of the upcoming generation.

Objectives

1. To find the extent of value attainment of student teachers.
2. To find the significant difference if any, in the value attainment of student teachers in terms of demographic variables

Hypotheses

1. The level of value attainment among student teachers is average.
2. There is no significant difference in the value attainment of student teachers in terms of demographic variables.

Methodology

Survey method using a sample of 150 student teachers from S.N. Training College, Nedunganda, is used to collect data regarding the value attainment of student teachers.

Tools: For the collection of data, the investigator made different techniques including:

a. Questionnaire,

b. Observation,

c. Report of Introspection of student teachers

The questionnaire consists of 30 questions regarding the five basic values, theoretical, aesthetic, economic, social and political etc. students have to respond on a three point scale. Many of the other values were assessed through continuous observation using an Observation schedule including the traits such as Sincerity, Honesty, Dignity of Labour, Cooperation, Hard work, Self-Regulating behaviour,

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Respect to elders, and Tolerance. With the help of the report of their introspection their self esteem is also assessed.

Statistics used: Percentage analysis, Mean, Standard Deviation and 't'- test.

Analysis of data

Table 1

The Level of value attainment of student teachers

Sl. No.	Dimensions	Low		Average		High	
		Count	%	Count	%	Count	%
1.	Theoretical value	24	16.	100	66.66	26	17.33
2.	Economical value	20	13.33	110	73.33	20	13.33
3.	Aesthetic value	26	17.33	95	63.33	29	19.33
4.	Social value	25	16.67	100	66.67	25	16.67
5.	Political value	20	13.33	110	73.33	20	13.33

Table 2

Difference in the Value attainment of Student teachers in terms of demographic variables

Sl. No.	Variables	Age	Mean	S.D.	N	't' Value	Remark
1.	Age	< 25	50.55	10.01	95	1.36	NS
		> 25	48.90	9.93	55		
2.	Sex	Male	48.84	10.14	40	1.56	NS
		Female	50.68	9.88	110		

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3.	Marital status	Single	49.86	8.95	105	3.87*	S
		Married	50.07	10.48	45		
4.	Educational Qualification	Graduate	49.76	10.45	82	0.59	NS
		Post Graduate	50.47	9.05	68		
5.	Locality	Rural	49.67	9.78	90	1.04	NS
		Urban	50.46	10.32	60		

NS; Not significant (Hypothesis accepted), **S; Significant** (Hypothesis rejected)

Findings

The data (table 1) reveals that student teachers have an average level of value attainment. Among the different dimensions of values, student teachers have a high score for aesthetic dimension than the other values. Second priority is regarding theoretical value. An almost equal status for social value while regarding political and economic values, few scored a high percentage.

The results (table2) show that there is no significant difference in the value attainment of student teachers in terms of demographic variables such as age, sex, locality and educational qualification. But a significant difference occurred for single and married student teachers. A high score is obtained for married students.

For substantiating the data collected using the questionnaire, the investigator used an observation schedule and the personal traits are assessed regularly. It is found that those having a high value score showed better performance in sincerity, honesty, dignity of labour, cooperation, hard work, self-regulating behaviour, respect to elders

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and tolerance. Report of introspection revealed the high level group is having high self-esteem.

Conclusion and Suggestions

Educational objectives refer to explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions. In many countries today the emphasis is on socio-economic reconstruction with the declared intention of a more equitable distribution of the benefits brought about by modernisation. Traditional cultural values have had little time to adjust to certain attributes of modernisation. Planners of value education curriculum then are faced with the problems of identifying values and character traits hat will best equip the individual to take to his place in modern society. The objectives of value education should be such that the curriculum should recognize the tensions that are brought about by the conflicts between tradition and change. The planned programme should aim at developing a critical value perspective in our pupils that will enable them to employ modern skills for the betterment of mankind while helping them renew their commitment to fundamental traditional values.

From this study it is found that many students have their own perspectives on values and very little effort is made by the authorities on the affective dimension of education ie; inculcation of proper attitudes and values and even if some institutions are making attempt on these lines, it is not gaining momentum due to the over emphasis of materialization in education.

Hence it is highly essential to include value development strategies like inculcation approach, moral development approach, analysis approach, Values clarification, The action learning etc. so as to provide a multi dimensional approach for developing values. Above

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all teachers should use the modeling technique by themselves as well as from external resources because values are rather caught than taught.

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